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THE USE AND MISUSE OF VISUAL AIDS

BY SISTER M. BEDE DONELAN
College of Saint Teresa, Winona, Minn.

ON THE platform in a room of a certain public high school some few years ago there was a bust of a beautiful woman with soft, dreamy eyes and with hair parted and drawn back in graceful curves that defied imitation. The somewhat pensive, far-away gaze seemed to follow the students as they passed to and from the room. Though the inherent beauty of this piece of sculpture undoubtedly made an appreciable contribution towards a cultural atmosphere in the room, to my knowledge none of the students ever asked about it. No teacher ever commented on it, much less the Latin teacher. It was not until many years after I had passed from the halls of that school that I learned the beautiful bust was that of the Aphrodite of Melos.

And I was a Latin student, an intensely interested Latin student among a group of potential college aspirants, and taught by a hard-working and inspiring teacher. This man put us through a discipline of drill on forms and syntax, gave us long assignments in vocabulary and translation, listened to our translation of every line of the first six books of the *Aeneid*, yet he never told us that the bust of the Aphrodite of Melos was in any way connected with our study of Latin.

Now, after many years, as I reflect, I realize that I went away from high school not knowing the difference between the Pantheon and the Parthenon. I had no possible conception of the deeds of Roman emperors, the amount of water carried into Rome by the aqueducts, or the destructive nature of the eruption of Mt. Vesuvius.

But I must admit that I learned Latin—in an uninteresting way. The uninterrupted process of drill and memory work was tedious. There was nothing particularly attractive about the dark exterior of the Latin book, to say nothing about the interior, compact as it was with paradigms, rules, and exercises. Those who entertained no higher hopes of happier days in college did not submit to the ordeal.

Eventually I became a Latin teacher, and was among the first teachers

ization; and a broader understanding of social and political problems of today."

This objective frightened many teachers and sent some scurrying off to summer schools for registration in courses in mythology, ancient history, and archaeology. It sent others with passports across the Atlantic to study the ruins of ancient Greece and Rome. In September we teachers returned to our classrooms eager to teach all we had learned and to show all the picture postcards we had carried home from the Mediterranean cruise. Subsequently we inexperienced teachers began to use the suggestion in the *Report* as a guide, and shifted our emphasis from the teaching of Latin to the teaching of material that belonged in art classes and courses in ancient history and archaeology. Some teachers, in their enthusiasm for this type of material, often turned the class period over to the students for the construction of models of ancient ruins, with the result that only too often the activity in the Latin room was not unlike the "busy work" in the grades.

Eventually Latin teachers began to discover that their Latin students could describe the construction of a Roman house, its furnishings, and the manner in which the people in it lived. They could draw the intricate ground plan of the Baths of Caracalla, and they could tell more about gladiatorial combats than their teachers could about football—but they had become annoyingly deficient in their knowledge of third-declension nouns, and read Latin haltingly.

So far in this paper I have placed before you the two extremes—one in which Latin was taught to the complete exclusion of visual material, the other in which too great an emphasis was placed on such material, to the detriment of the knowledge of Latin. Neither has been successful in stabilizing Latin in the high schools. Is it possible in the use of visual materials to keep the pendulum from swinging too far in either direction? Educational leaders with a high hope of a *via media* continue to encourage the use of visual materials, and rightly so. The Committee on Educational Policies of the Classical Association of the Middle West and South expressed approval recently by including the use of such materials in their formula-

AD DISCIPULOS MEOS

On Returning Examination Papers

BY VAN L. JOHNSON
Tufts University

Vos docere sum conatus
Sed successit parum labor.
Memet vix sum consolatus;
Ergo vos non consolabor.

Vos indocti nunc doletis;
Ego vestrum miseresco.
Unum discere debetis:
Ad querellas obsurdesco.

to benefit from the Classical Investigation of 1920-24—the most complete and extensive investigation ever made in this country on any school subject. You are familiar with the changes recommended in the *Report* of that Investigation, in regard to the methods of teaching Latin, the amount of Latin to be taught in each year, and the amount of cultural background to be presented. You recall that old textbooks had to be revised, and that a flood of new ones more colorful and attractive were published that were to rival both in color and in design the seventeenth-century Latin school book illustrated by Comenius.

If the cultural background was to be presented, there was need of illustrative materials. In response to the demand, the Service Bureau of the American Classical League began to operate; and for more than thirty years it has rendered valuable service and has given inspiration to Latin teachers, with its wide variety of maps, charts, realia; suggestions for seasonal programs, etc.

There was one objective, however, in Part One of the *General Report of the Classical Investigation* (Princeton University Press, 1924, page 62), which, although it encouraged the use of cultural background, misled many a young and inexperienced teacher. Let me quote it: "1. Development of an historical perspective and of a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology, and religion of the Romans; an increased appreciation of the influence of their civilization on the course of western civiliza-

tion of objectives for a two-year Latin course—(*Classical Journal* 43, page 75).

But with the use of various types of materials, the teacher today is confronted with other problems, namely, when to introduce them, and how much to use at one time. A Latin teacher must learn to choose. She must not aim to teach the two hundred pictures in the Latin book just because they are before her on the printed pages. She does not stock up on filmstrips or recordings just because they are in vogue. If she is teaching a course in Latin fundamentals she will use only such materials as can be integrated with the objective in sight. For instance, if she is teaching a particular phase of the verb she will use only that particular portion of the filmstrip that focuses attention on the forms or tenses at issue. If, by means of a filmstrip or an opaque projector, the teacher is teaching vocabulary by associating the pictorial symbol with the Latin word, she limits herself to the material that will illustrate her point. In the process she is using a technique as old as the Egyptians, with their pictographed scenes in temples and tombs, but she could be misusing the material were she to digress and use the material for picture study.

In addition to visual aids the language teacher today cannot overlook the importance of audio-devices or the aural-oral approach for the effective teaching of a language. In the new linguistic approach, as developed at the Workshop of the University of Michigan under Dr. Waldo Sweet, the audial part of the program is an important factor. Tape recordings, records, and filmstrips are being used by many Latin teachers with considerable success in the speeding up of Latin language learning. The language teacher, however, might be misusing machines were she to substitute them for her lesson plans or to allow them to replace the important function of her personality in the classroom. Irrespective of the fascination attendant on machines, the teacher must not let the students use them for pointless activity.

A reasonable amount of visual material in a translation course is most laudable if used wisely and discriminately; for the effective interpretation of a Greek or Latin text demands maps, charts, pictures, coins and other realia. We have but to look at the illustrations in the early Christian Bibles and the designs in the stained-glass windows of the medieval period to see the timeless value of this pro-

cess in bringing to life the printed page.

The ideal situation exists if there is in the classroom an opaque projector, for then the teacher can focus the attention of all the students on the same object at the same time, without wasting time. While the teacher is explaining and pointing out pertinent details the students observe undistractedly. The opaque projector also affords an opportunity for the use of a variety of materials, for it magnifies on the screen such materials as hand-drawn sketches, postcards, mounted pictures, newspaper clippings, small maps, and even pages of books for supplementary translation.

In the use of visual material of this kind, the teacher must see to it continually that the aids, especially in the form of pictures, do not degenerate into superficiality. To place emphasis on the study of Greek and Roman life, on phases of ancient history and mythology, at the sacrifice of translation, would be wasting the valuable time allotted to a teacher for teaching a subject vital in itself. After all, the Greeks and Romans lived very much as we do today, barring modern inventions.

Despite the dramatic qualities close to realism for which a film is usually praised, the film gives distorted notions of geographical places, and by its rapid succession of scenes disregards spatial relations between monuments. Because the commentator is frequently more interested in selling a John Deere tractor or an International harvester than in portraying the culture, he hurries the students from one idea to another without correlation or without calling attention to places associated with literature or personalities. How often have we language teachers wished to stop the film at points to make remarks pertinent to our teaching! How often have we wished the commentator would repeat or that he would pause for emphasis or that we could check on the students' comprehension or that we could ask the students to recall something from a previous learning experience! Films can violate all the principles of good language teaching. I am inclined to believe with Mr. A. M. Withers (*Classical Journal* 48, page 69) that in teaching language there is little time for extended picture shows.

There is one use of visual education that we language teachers might capitalize on, a use that at first sight gives the appearance of entertainment but in reality serves a psychological purpose. Modern educational theories call

for a happy situation in the classroom, a good-will feeling between teacher and pupil. Perhaps no teacher in any school has at her disposal a wider variety of materials to create this situation than the Latin teacher. She can make her room attractive and colorful; she can have displays of pictures, statues, and coins. But as usual the teacher is faced with the time-element problem and the question of opportunity. If she keeps in mind the psychological opportunity, she may be acting on Dr. Carolyn Bock's suggestion (*Classical Journal* 43, page 182) of using five minutes of every class period for the promotion of a genuine love of ancient culture.

The psychological opportunity may present itself at almost any moment of the period. The teacher's aim may not be to instruct, although information may come incidentally. The teacher uses the visual material sometimes to gain the good will of her students, to rest them in time of strain, to prepare them for difficult work she is about to present, or to bolster morale in times of apparent discouragement, as against adverse advertising. The psychological opportunity is the teacher's opportunity to put flavor into the class period.

Visual material, however, even when used for stimulation or for aesthetic purposes, must not supplant the actual teaching of essentials. There is always grave danger that enthusiasm may run high in both teacher and pupils, with the abuse resting on the excessive use of the visual material.

Irrespective of the purpose or the type of materials used, the teacher must always be on guard against excess. In a language class the major emphasis must be on the language and literature, the minor emphasis on the Aphrodite of Melos.



KNOW OF AN OPENING?

The success of the American Classical League's teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address the American Classical League Service Bureau, Miami University, Oxford, O.

THE CLASSICAL OUTLOOK

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BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington 29, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.; EUGENE S. McCARTNEY, 202 Michigan Union, Ann Arbor, Mich.; CAROLYN E. BOCK, State Teachers' College, Montclair, N. J.

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VERSUS RECURRENTES

By D. W. BLANDFORD
Trinity School, Croydon, England

IN HIS note on "Humor in Manuscripts" in THE CLASSICAL OUTLOOK (XXXIV, January, 1957, page 41), Professor Chauncey E. Finch quotes from the Cod. Vat. Lat. 3194 a noteworthy instance of *versus recurrentes*:

Prosperitas tua sit felix nec tempore parvo

Vivere concessum sit tibi pontifici.

For the sentiment and form we might compare the couplet addressed by Pius II (Aeneas Silvius) to Filelfo (Philelphus):

Conditio tua sit stabilis nec tempore parvo

Vivere te faciat hic Deus omnipotens.

The one would seem to be a reply to the other. Both are elegiac couplets, reading backwards and forwards in the same metre but with a different sense—examples of what Addison (*Spectator* 61) called "the Witches' Prayer," which "cursed one way and blessed the other."

It is interesting to note the various degrees of ingenuity exercised by writers of these *versus recurrentes*.

1. First we have the *literal palindrome*, reading backwards and forwards in the same metre and with the same sense:

Roma tibi subito motibus ibit amor.

2. Secondly, the *verbal palindrome* reading backwards and forwards in the same metre and with the same sense:

Praecipiti modo qui decurrit tramite flumen

Tempore consumptum iam cito deficit.

3. Thirdly, the verbal palindrome reading backwards and forwards in the *same metre* but with a *different sense*: of this two examples have been quoted.

4. Fourthly, the verbal palindrome reading backwards and forwards in a *different metre* but with the *same sense*:

Omnis genus metri tibi pangens optume Basse.

5. Fifthly, the verbal palindrome reading backwards in a *different metre* and with a *different sense*:

Sacrum pingue dabo non macrum sacrificabo.

We might well join Horace (*Carm.* iii, 3, 70) in asking, "Quo, Musa, tendis?"

FREE CLASSIFIED
PRICE LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Latin Clubs, Latin Games, Miscellaneous Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil and Mythology, Word Study.



Plan to attend the Latin Institute, June 20-22.

LETTERS FROM OUR
READERS

BANQUET FOR JUPITER

Miss Marguerite Grow, of the Hockaday School, Dallas, Texas, writes:

"Our twenty-fifth annual banquet will be in honor of Jupiter. Every class will make a contribution. The freshman class will furnish slaves—and these are already at work on place cards and decorations. The Cicero and Vergil classes will present playlets, with each student having some share in the work. Girls from the three Caesar classes will put on a Jubilee Circus for Jupiter. The ringmaster has been chosen. Six girls will give the sound effects of a calliope. There will be tumblers, baton twirlers, and even 'trained elephants'!"

"The final scene before our annual presentation of real palm branches to members of the Vergil class will be a pageant. A golden throne will be set up among 'clouds,' where Jupiter and four other deities will take their places in darkness. Thunder will roll and lightning flash, and flood lights will then play on the group. Below them will be two tiers of steps. The nine Muses will approach and introduce themselves in verse, and Jupiter will bid them take seats. A group of little Roman boys and girls will come on to the lawn in front of the set. They will first roll hoops, turn cartwheels, etc., and then catch sight of the group of divinities. They will then pay tribute to the Muses, and will sing to Jupiter; three of them will dance. Our slaves will come timidly and sit on the grass before the group, and finally all will join in a song to Jupiter."

"Recently an alumna of the class of 1939 gave us a gift of two hundred dollars to be spent on our banquet!"

GOOD PUBLIC RELATIONS

Miss C. Eileen Donoghue, of the Bloomfield (New Jersey) High School, writes:

"I am enclosing a letter published in our local newspaper last week. It came as a complete surprise to us." The letter is a very enthusiastic one written by a member of the community who visited the club initiation at the Bloomfield High School. He praised every feature of the program, and also the cordial and courteous way in which he had been received; and he suggested that other members of the community go to later Roman programs, "to see what a wide-awake Latin department we have." Herein

might lie a suggestion for other high schools!

LATIN ROOMS

Mrs. Alan W. Richards, of the Princeton (New Jersey) High School, writes:

"Latin is flourishing in Princeton High School; we have three hundred students in the department. We have a wonderful suite of two new classrooms and office. The two classrooms were specially designed by the architect of our new building. We have photo-murals of Rome running from the blackboard up to the ceiling on three sides of the classrooms. One room is already finished; the second will be completed later. The pictures have been selected for the murals in that room. My husband did the photography for the murals in Rome. Each classroom has a lovely museum case."

Miss Jessie Chambers, of the Jackson (Mich.) High School, writes:

"We have in our high school a very special Latin room. It has an altar, inscriptions, mosaic floor, etc. I have always tried to maintain its Roman atmosphere. With this as background I thought you might enjoy the enclosed clippings from our city paper, the *Jackson Citizen Patriot*." One of the clippings is a feature story on the Latin room, with comments from Latin students who wish they might have in it a few modern inventions, such as a clock and a pencil-sharpener. The other clipping is a spirited editorial entitled "Stet," in which the editor upholds Miss Chambers in her desire to preserve the Roman atmosphere of the room, and says, "We'll throw our toga down for Miss Chambers to walk upon any time!" "It's more support than I thought Latin had in Jackson!" says Miss Chambers.

CLIPPINGS

A North Carolina teacher has sent us a clipping from a local paper featuring an address given by Professor Dorrance S. White before a general assembly of the Junior Classical League, in which the point was made that a "much-needed, perfected speech will result from the study of Latin grammar." A Kentucky teacher has sent us a feature story from *The Kentucky Kernel* on one of our associate editors, Professor W. L. Carr, who has been teaching classics for fifty-eight years.

Another clipping from *The Kentucky Kernel* features an account of the classes in Latin being taught in the fourth, fifth, and sixth grades of the elementary school of the University of Kentucky.

SCHOLARSHIP WINNERS

Professor William M. Seaman, chairman of the committee appointed to administer the first American Classical League scholarships for summer study in Athens or Rome, has announced that the recipients of the first grants are as follows: Sister Maria Thecla, S.C., Sacred Heart High School, Pittsburgh, Pa.; Miss C. Eileen Donoghue, Bloomfield (N. J.) High School; and Mrs. Kay DePue, Grand Ledge (Mich.) High School. Miss Donoghue will study at the American School of Classical Studies in Athens, the other two winners at the American Academy in Rome. The amount of each scholarship is \$500, plus coach fare (up to \$75) to the port of embarkation. In addition, the American Academy in Rome will waive the tuition fee of \$100 for the two scholarship holders.

Dr. Carolyn Bock, chairman of the committee appointed to administer the first American Classical League-Junior Classical League scholarships, of \$100 each to JCL members who plan to go on to college Latin, announces that the recipients of the first grants are as follows: Latin IV, Wesley J. Jones, Jr., of the Middletown (Ohio) Senior High School, and Sally Rae Curvey, of the Alton (Ill.) Senior High School; Latin III, Claudia G. Arrowood, of the Lee H. Edwards High School, Asheville, N. C., and Jeanne Dahl, of the Middletown (N. Y.) High School; Latin II, Mary R. Wysong, of the Bainbridge (Ind.) High School. Alternates are: Latin IV, Mary V. Hudak, of the Torrington (Conn.) High School, and Beverly Sue Richardson, of Eastern High School, Middletown, Ky.; Latin III, Peter G. Dutch, of the Kenmore (N. Y.) Senior High School; Latin II, Charles L. Cornwell, of the Shelby (N. C.) High School, and Barbara Ann Kelley, of the Lowell (Mich.) High School.

Winners of the American Academy in Rome prize fellowships in classics for 1957-58 are Lydia Halle, of Bryn Mawr College; John A. Lenaghan, of Princeton University; and Chester F. Natunewicz, of Yale University.

Winners of other summer scholarships to Rome or Athens include: Of the Eta Sigma Phi scholarship to Athens, Donald R. Laing, Jr., of Washington and Jefferson College, Washington, Pa.; of the scholarship of the Classical Association of the Atlantic States, Sister Maria Thecla, S.C., of Sacred Heart High School, Pittsburgh, Pa.; of the Semple Scholarship of the Classical Association of the Middle West and South, Richard R.

Mickley, of the Louisville (Ohio) High School; of the scholarship of the Classical Association of New England, Louise Mahoney, of Sacred Hearts Academy, Fairhaven, Mass.; of the Edna White Scholarship of the New Jersey Classical Association, Mrs. Adee Bennett, of the Scotch Plains (N.J.) High School; of the scholarship of the New York Classical Club, Francis Chisdes, of the Dwight Morrow High School, Englewood, N. J.; of the Ohio Classical Conference, Mrs. Earl E. Evans, of the Frank B. Willis High School, Delaware, Ohio; of the Marshall Fund Award of the University of Pittsburgh, Sister Maria Thecla, S.C., of Sacred Heart High School, Pittsburgh, Pa.; and of the scholarship of the Vergilian Society of America, William Addison, of Murray High School, St. Paul, Minn.



BIBLIOGRAPHY OF GREEK MYTH

Professor Helen H. Law's popular *Bibliography of Greek Myth in English Poetry* is now available in a revised and enlarged edition. It is a "must" for teachers of Classical Mythology, Comparative Literature, and English Literature as well as for teachers of Latin and Greek. Order as Bulletin XXVII. Price, \$1.00.



JCL CONVENTION— REGULATIONS

BY ESTELLA KYNE
Wenatchee (Wash.) High School

THE MEMBERS of the national committee on the Junior Classical League wish the young members of the JCL to continue to be welcome on college campuses, when they meet for their annual convention. Accordingly, the following regulations have been set up for the fourth annual convention, which will be held August 13-15, 1957, at Colorado College, in Colorado Springs. Sponsors and delegates who favor more extensive accommodations will do well to investigate colleges in their own states, and be prepared to extend an invitation for the 1958 convention.

1. Preregistration. On or before April 15, delegates are requested to address Mrs. Helen Swedberg, 1225 South Sherman Ave., Denver 10, Colorado (the General Chairman), for an application card. They will receive a card, which is to be signed by (1) the delegate himself, (2) his chapter sponsor, (3) the principal of his school, and (4) a parent—indicating

that the delegate will be businesslike and will be financially responsible at the convention. Mrs. Swedberg will enclose information about tours at the convention, and costs. The signed application card is to be returned to Mrs. Swedberg with a fee of five dollars, which will be applied on the charge of fifteen dollars for convention expenses—from luncheon on Tuesday, August 13, through luncheon on Thursday, August 15. The fee of five dollars will be returned if cancellation is necessary before June 1. Delegates must plan to check out by 4:00 p.m. on Thursday, August 15.

2. Limitations. (1) Application cards for preregistration will be accepted only from chapters whose national and state dues are paid. (2) Applications will be accepted only from delegates who are to be accompanied by a sponsor or parent, with the ratio of not more than nine students to one adult. (3) Delegates will be limited to one for each one hundred, or 1%, of the state membership, based upon the March report, until May 1. (4) A second set of applications postmarked May 1 or after, *not* held over in Denver, will be accepted, not to exceed 10% of the state membership in good standing. (5) Applications postmarked May 15 or later will be accepted in the order received until 450 delegates have been registered. No preregistrations will be accepted after June 15. All preregistrations must be accompanied by the five-dollar fee applicable to the total charge of fifteen dollars.

3. Arrival. Delegates who have sent an additional \$2.50 for a room for Monday night may arrive after 4 p.m. on Monday, August 12, and may complete local registration. No meals will be served until luncheon on Tuesday. Delegates will be welcomed by hosts from the college, who will be on duty twenty-four hours a day in the dormitories. Delegates may expect to make a deposit on towels and keys.

4. Special Services. Delegates may expect reasonable nursing and medical attention for first aid while at the convention, and may expect to pay for this service if necessary. The college is not prepared to handle special cases requiring refrigerated medicines or periodic injections by a nurse.

5. Identification. Delegates will wear *at all times* the JCL membership pin and the identification badge furnished them when registering. Also, as further identification, they will present their signed meal tickets when entering or leaving the college buildings. In the matter of flags, banners, etc., emphasis at the convention will

be upon the JCL as a whole rather than upon particular states or sections of the country. Buses may use "JCL" and the name of the state or town on their signs. There is no place for other flags or local displays inside the buildings or on the campus.

6. Supervision. Colorado College operates strictly on an honor system, and it expects invited guests to maintain the same honor system, under which no delegates will need to be corrected. Delegates will be supervised by their own sponsors on such matters as curfew (delegates must be in their rooms for the night by midnight), no smoking, attendance at sessions (there will be no shopping or private tours during scheduled sessions). The college does not tolerate the wearing of Bermuda or other shorts on the campus; as guests of the college, delegates will not wear these except on the tennis courts—not en route to the courts, nor when loading for the return trip on the bus.

7. National officers. Retiring and new national officers will attend an executive board meeting on Thursday afternoon, August 15, which may last as long as four hours; their groups must plan on this. Newly elected officers will furnish suitable pictures for TORCH: U.S. before leaving the convention; these pictures may be taken by a local photographer at the expense of the officer.



SUMMER COURSES AND LATIN INSTITUTES

The following lists of summer courses for teachers of the classics arrived in time to be included in this issue. Inquiries about courses in other colleges and universities should be directed to those institutions.

American Classical League.—Latin Institute, June 20-22, Miami University, Oxford, Ohio. For preliminary program, see our April issue. Registration blank on page 92 of this issue.

American Academy in Rome.—July 1-August 9: A comprehensive course, on the graduate level, in Roman civilization from the earliest times to the reign of Constantine, based on the study at first hand of existing monuments in and about Rome (MacKendrick). For details address American Academy in Rome, 101 Park Ave., New York 17, N. Y.

American School of Classical Studies at Athens.—June 27-August 8: A comprehensive course, on the graduate level, in the art and archaeology, history, and literature of ancient Greece, with excursions to important

sites (Eliot). For details address Bureau of University Travel, 11 Boyd St., Newton 58, Mass.

Vergilian Summer School, Cumae-Naples, Italy.—Sessions: July 12-25; July 26-August 8; August 22-September 1. Special session for members of the Classical Tour, June 30-July 11. Special session for summer students of the American Academy in Rome and the American School at Athens, August 10-20. Pompeii, Herculaneum, Paestum, Cumae, Misenum, Capri, Ischia, Naples (Schoder and others). For details address Rev. R. V. Schoder, S. J., West Baden College, West Baden, Indiana.

California, University of (Berkeley).—First Session only, June 17-July 27: Greek Tragedy (Rabinowitz); The Classic Myths (Fontenrose); Elementary Latin, Double Course (Sheerin).

Colorado, University of (Boulder).—First term, June 14-July 19: Greek Mythology (Hulley); The Hellenistic World (Hough); The Elegiac Poets (Hough); Cicero: *Tusculan Disputations* (Hulley). Second term: July 22-August 23: Greek Literature in Translation (Hulley); The Roman Republic (Hough); Vergil: Minor Poems (Hulley); Short Story: Apuleius (Hough).

Duquesne University (Pittsburgh 19, Pa.).—July 1-August 9: Undergraduate level—Intermediate Latin, for students who have had two years of Latin. Graduate level—Latin Prose Composition; Roman Drama; Medieval Latin.

Gettysburg College (Gettysburg, Pa.).—Vergil (for students with two years of Latin) (Glenn); Latin Literature in English (Glenn); Roman Law (Glenn); Elementary Greek (Shaffer); Greek Literature in English (Shaffer); Intermediate or Advanced Greek, according to demand (Shaffer).

Hunter College of the City of New York.—Intensive Course in Beginning Latin (Merkel); Intensive Course in Beginning Greek (De Graff); Greek and Roman Literature in Translation (Golann).

Illinois, University of.—Readings in Greek Literature (Duda); Readings in Latin Literature (Rockwell); History of the Latin Language (Heller).

Indiana, University of.—June 12-August 9: Classical Mythology (Swanson); Cicero's *Orations* (Swanson); Rapid Reading of Latin (Householder); Latin Poetry (Pratt); The Tradition of Classical Tragedy (Pratt); Sanskrit I (Householder); Thesis (Staff).

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Iowa, State University of.—Elementary New Testament Greek; Greek Prose; Special Latin Review (for teachers just beginning to teach Latin, or returning to teaching after an interval); Roman Letters; Pliny and Seneca; Latin Poetry; Livy's History; Major Readings, Greek and Latin; Special Assignments in Greek and Latin; Thesis; Scientific and General Vocabulary; Roman Life.

Kentucky, University of.—June 10-August 3: Beginning Latin (Carr); Elementary Latin Reading (Buck); Selections from Latin Literature (Buck); Beginning Greek (Skiles); Greek Mythology (Buck); Roman Civilization (Skiles); Teaching of Latin (Skiles); Demonstration Classes in Beginning Latin for Elementary School Students, for High School Students; Independent Work in Greek and Latin (Staff). Short Session, June 10-July 6: Methods, Roman Civilization, and Refresher Work (Staff).

Marquette University (Milwaukee 3, Wis.)—Cicero, *Orations against Catiline*; Vergil, *Aeneid I-VI*; upper division college and graduate level—Christian Latin Lyrics; Vergil, *Aeneid*; Horace's Literary Letters; Roman Literary Criticism.

Michigan, University of.—Intensive Greek; The Gospels of Matthew and Mark; Intermediate Greek; The Greek Drama in English Translation; Intensive Latin; Oral Methods in the Teaching of Latin; Teaching of Latin: Methods and Content of High-School Latin; Introductory Mediaeval Latin; Elegiac Poets; The Letters of Cicero; Introduction to Latin Palaeography; Problems in the Teaching of Second-Year Latin; Petronius and the Roman Novel.

New York University.—Undergraduate level—Classical Civilization—The Legacy of Greece and Rome, June 17-July 26 (Casson); Classical Civilization—The Legacy of Greece and Rome; Tragic Drama, July 29-September 6 (Maitland). Graduate level—Roman Comedy, June 17-July 26 (Casson).

North Carolina, University of.—First term, June 6-July 13: Graduate level—Ovid (Suskin); Caesar: *Civil War* (Suskin). Undergraduate level—Elementary Latin (Staff); Cicero (Staff). Second term, July 15-August 21; Graduate level—Cicero (Allen); Horace (Allen); Greek Dramatic Literature in English (Henderson). Undergraduate level—Elementary Latin (Staff); Vergil (Staff); Greek Literature in English (Henderson); Archaeology and the Bible (Harland); Greek Art (Harland).

Northeast Missouri State Teachers College (Kirksville, Mo.)—Elementary Latin; Roman Philosophy (graduate level); Greek and Latin Elements in Medical and Scientific Terminology; Mythology (Toliver).

Notre Dame, University of.—June 21-August 6: In addition to courses in Liturgy, Hymnody, Sacred Scriptures, Elementary Greek, etc., the University will offer special courses in Classical Latin (Lazenby) and Classical Greek (Bouman) preparatory to an intensive study of Christian Latin, which will be offered the following summer by Dr. Christine Mohrman, of the Netherlands.

Ohio State University (Columbus).—For undergraduates—Latin Literature in Translation. For graduate students—Survey of Silver Latin Literature; Latin Epigraphy; Advanced Reading in Latin; Private Reading and Minor Problems.

Oklahoma, University of.—Latin Derivatives; Greek Literature in English—Epic and Lyric Poetry; Homer, *Odyssey*; Special Work (Robinson, Reeves).

Pennsylvania, University of.—Intensive Course in Elementary Greek (Jameson).

Pittsburgh, University of.—Roman Private Life (Young); Masterpieces of Greek Literature (Miller); Tools of Classical Scholarship (Panetta); Nepos (Panetta); Petronius (Young); Catullus (Panetta); Roman Civilization (Young); Individual Work, Thesis (Staff).

Saint Bonaventure University (St. Bonaventure, N. Y.)—July 1-August 9: Advanced Prose Composition (Instructor); Introduction to Palaeography (Mehan); Cicero, *De Officiis* (McCarthy); Latin Satire (Conners); Horace, *Satires* and *Epistles* (Haran); Greek Orators (Wallace); Greek Civilization (Wallace).

Saint Rose, College of (Albany, N. Y.)—Intermediate Latin—Selections from Livy; Roman Comedy.

Texas, University of.—First term, June 4-July 16: Beginners' Latin (Hitt); Cicero and Ovid, sophomore level (Murphy); Graduate Latin: Elegiac Poetry (Murphy); Graduate Greek: Lysias (Hitt). Second term, July 17-August 30: Latin Grammar and Caesar (Mooney); Vergil, *Aeneid*, sophomore level (Leon); Graduate Latin: Petronius and Martial (Leon); Graduate Greek: Lucian (Mooney).

Tufts University (Medford, Mass.).—Greek Thought; The Roman Mind;

Special Studies in Latin and Greek (Kagdis).

William and Mary, College of.—Elementary Greek; Greek Civilization.

Wisconsin, University of (Milwaukee Branch).—July 1-August 9: Classical Mythology; Caesar—Advanced Course.



VERSE WRITING CONTEST RESULTS

COLLEGE DIVISION FIRST PLACE

THE APPIAN WAY

By SISTER LORETTA MARIE, C.S.J.
College of Saint Rose, Albany, New York
(Sister Emily Joseph, C.S.J.,
Latin Instructor)

In misty dawn the solitary pines
Enfold the magic landscape clothed
in peace.
As solitary sentinels they stand
To keep their lonely vigil without
cease.
Such stillness is a stranger to this
path
Which oft in brilliance of a rising sun
Was host to rhythm of the tramping
feet
Of armies late returned from victories
won.
Their eager step in ever constant beat
Burst forth in march triumphal 'midst
the call
Of bugles which still echo through
the years
As branches murmur on the pine trees
tall.
O tranquil stillness of the peaceful
Way,
O street of silent pines, you wordless
tell
All ages, all creation, all mankind
The glory of the Rome we love so
well.

COLLEGE DIVISION HONORABLE MENTION

Honorable mention has been awarded to the poems printed below, and also to "Bacchanalia," by Douglas R. Umstead, of the Baltimore City College (Miss Mildred K. Sheff, Latin Instructor), and "Non Quiescer Cor Tuum," by Sister Mary Conrad, C.S.S.F., of Duquesne University, Pittsburgh, Pa. (Sister Maria Thecla, S.C., Latin Instructor).

LOVE'S CHAMPION

By SISTER MARY CONRAD, C.S.S.F.
Duquesne University, Pittsburgh, Pa.
(Sister Maria Thecla, S.C., Latin Instructor)

His word a lyre, his shield love's
song,
His war-cry "Peace," his purpose
strong,

Meek Orpheus braves dark Hades' din.
He plucks the string; Love enters in.

First Cerberus falls, relaxes guard;
Next Furies lose their visage hard.
Fierce Pluto, King, surrenders, weeps,
As Love's soft cry through Hades sweeps.

His hopes fulfilled, his anguish gone,
His booty gained, his princess won,
Love's champion leaves black Hades' lair—
Never the same since Love was there.

MEDEA TO HER SOUL

By ROBERT KOTECKI

Western Michigan College, Kalamazoo, Mich.
(Miss Eunice E. Kraft, Latin Instructor)

Why do you hesitate the dreadful deed,
Medea, to perform? A sin you know
It is to kill your sons, but there is need,
Else all their foes will quickly lay them low.
Your father and your country have you so
Dishonored, and your precious brother you
Have murdered for the love of Jason, though
Now he has married Glauce! If from you
He had no sons, then truly you could see his view.
But Jason will not know his lovely bride.
That golden cloak, which shines as Titan's ray,
You gave to her; within it doth abide
Avenging Death. Too short is her decay!
You waste your time in idle thoughts!
Delay
No longer. Draw your blade—then let the rest
Of your poor days be spent in sorrow. Slay
Them now!—There, all is done. How you detest
Yourself! But sleep, my sons, as on your mother's breast!

NARCISSUS

By PATRICIA KLIEM
State Teachers' College,
Upper Montclair, N. J.

(Dr. Carolyn Bock, Latin Instructor)

The petals of your face,
dewy-soft and luminous,
Are reflected in the shallows
of a little silver pool.

Here in undisturbed aloneness
no golden honeybee comes

To suck sweetness from purple heart;
for self-contained
Is all delight in your fragrance.

The Narcissus core of royal purple
Cupped in an embrace of vestal white
Ill becomes the crooked stem,
Or the flower's fruitless petals.

HIGH SCHOOL DIVISION—
FIRST PLACE

In the High School Division of our Verse Writing Contest for 1957 there are two first-place winners, as follows:

AT WINDERMERE IN ENGLAND

By NEIL WILLIAMS

Sidwell Friends School, Washington, D. C.
(Miss M. Corinne Rosebrook, Teacher of Latin)

Two thousand years ago a sentry stood
In Roman garb, and saw this lake and wood
And these same mountains curve against the sky;
Now here am I.

Discouraged, weary, in their transports tossed,
The sea-borne legions thought their cause was lost,
Until across the sky—a light, a chart
To give them heart!

They landed, they pushed northward to this plain.
Blue-painted Britons fought with them in vain.
Now crumbling, mortared stones are all that show
From long ago.

The threshold stone is still in place, as when
The sill was trodden by strong Roman men;
The men have long since vanished, and their glory
Is just a story.

Yes, Roman arms have vanished, but this isle
From Devon up to Chester, mile by mile,
Shows traces of that conquering race of old,
So brave and bold.

Not only in old stones and ruins bleak
But in the language that the British speak,
In place-names, laws, traditions—still today
Rome's traces stay.

SOLILOQUY OF AGAMEMNON

By BEVERLY PATTON

Sacred Heart High School, Pittsburgh, Pa.
(Sister Maria Thecla, S.C., Teacher of Latin)

Peace has fled me forever;
Commander-in-chief I remain!
Her father she trusted completely.
We've arrived on proud Paris' plain.
Ah, Iphigenia!

Why does my judgment betray me?
Artemis' wrath has been stilled;
Veiled as a bride at the altar . . .
The prayer of the Greeks is fulfilled.
She waited her husband.

Look not thus at thy father!
With might shall I now conquer Troy . . .
The brutal blade burst her blood's prison . . .
All Ilium shall I destroy!
Dead! Iphigenia!

Must thy death leave me never?
Destruction in war is my main;
Peace has fled me forever;
Commander-in-chief I remain.
Ah, Iphigenia!
Forgive!

HIGH SCHOOL DIVISION
HONORABLE MENTION

Honorable mention has been awarded to the poems printed below, and also to "Many Ships Fly to Italy," by Nancy E. Clark, of Shortridge High School, Indianapolis, Ind. (Miss Grace B. Vitz, Teacher of Latin); "Lamentation," by Peggy Pabst, and "Sunt Lacrimae Rerum," by Emily Anne Forsythe, both of the Sidwell Friends School, Washington, D. C. (Miss M. Corinne Rosebrook, Teacher of Latin); and "The Journey of a Virgin," by Roberta Kowaczek, of Alvernia High School, Chicago, Ill. (Sister Mary Seneca, Teacher of Latin).

PHAETHON

By EUGENE GIROUX

Arcata (California) Union High School
(Miss Ruth Eversole, Teacher of Latin)

Up rides Phaethon through the air,
pulled by the milk-white steeds of his father's sun-chariot,
pulled on by the uncontrollable animals,
around the earth, high, low, soaring up,
suddenly dipping down, down toward the ground.
Swiftly through the air comes Jove's thunderbolt,

THE CLASSICAL OUTLOOK

striking Phaethon and sending him plummeting down, down to the waiting sea.

FATE OF THE FATES

By MICHAELAEN ROBICHAUD
Our Lady of Mercy School, Detroit, Mich.
(Sister Mary Carmen, R.S.M.,
Teacher of Latin)

Who spins life's thread for thee,
Clotho?
Who, Lachesis, decides thy fate?
And who, O dreaded Atropos,
Snips thy thread ere it be too late?

THE TROJAN HORSE

By FRANCES SPRAU
Grade IX, Western State High School,
Kalamazoo, Mich.
(Miss Eunice Kraft, Teacher of Latin)

The Trojan horse with head reared high
Looms huge against the paling sky.
Its tail is like the banner great
That flies on high at Hades' gate.
With head aloft its piercing neigh
Trumpets the end of a bloody day.
Its black hoofs pound an echoing beat,
Trampling the men beneath its feet.
O Wooden Horse, with fearful form,
We rue the day that you were born!

POMPEII REVISITED

By JOHN GARRELS
Longmeadow (Mass.) High School
(Mrs. Gladys B. Leab, Teacher of Latin)

Here once a city majestic
Rose from Tyrrhenian seashores,
Cool in Vesuvian shadows,
Lush with a burgeoning vintage.
Here, in sweet, halcyon pleasure,
Her people exulted in nature,
Turned the black earth in the sun-
shine,
The spring of the wine-seller's nectar.

Here once the radiant sunshine
Yielded to glowering darkness,
Winding a shroud o'er the city,
Obscuring the outlying farmlands.
Out from the neighboring mountain,
Disgorge by the earth's flaming fury,
Poured down a shower of cinders—
Sure portent of death and of doomsday.

Where once a city majestic
Rose from Tyrrhenian seashores,
Now stand only scarred columns,
The weathered guards of the ages.
Now scorched stretches of pavement
Echo the tread of the legion,
Sights of slumbering spirits,
Interred beneath the white ashes.

THE MOMENT OF FATE

By KAY MARIE JAHNKE
Alvernia High School, Chicago, Ill.
(Sister Mary Seneca, Teacher of Latin)

Brief moment of time, too swift
To allow the eye to see, the ear to hear,
In this moment the mobbed Trojans drift,
Willed by the fates to be glad, willed to put away fear.

This great structural work of art
Stands poised at gates too ready to open,
With head high, eager to be drawn to the city's heart,
While gay madness cries, "Let the walls be broken!"

Quiet moon and peaceful night have led
All men to believe it safe to sleep.
Treacherous moon that, when the peaceful night was shattered, fled
Leaving serpents armed with spears to creep!

Brief moment of time, and your work is done.
In the screaming night beyond repair
The fates have won,
And in the flaming sunrise you flee, leaving cold despair.

LATIN HOMEWORK

By NANCY PRESTON
Newton (Mass.) High School
(Mr. George Bresnahan, Teacher of Latin)

Now it's time for Latin homework,
And I'm going to do my best.
But I don't see why it takes me
So much longer than the rest.

Jane can master her assignment
With a lot of time to spare.
"Aqua, aquae, aquae"—
(I should really wash my hair.)

Oh, why did I snub Charlie
When I passed him in the hall?
"Voco, vocare, vocavi"—
(I wonder if he'll call.)

Ooo—I must turn up the volume;
That's my favorite Elvis song!
"Manus, manus, manus"—
(Ugh, my nails are getting long.)

If it doesn't rain tomorrow,
I think I'll wear my heels.
"Caput, capit, capit"—
(Oh, how my poor head reels!)

I wonder why Coach Nelson
Kept Charlie on the bench.
It's so hard to study Latin.
I wish I'd taken French!

XENOPHON UP TO DATE

By FRANK E. ROBBINS
University of Michigan

For the benefit of nonreaders of science fiction let me record that a recent contribution in that field, in its general outline, is a blood brother to one of the best known Greek works, viz., Xenophon's *Anabasis*. It is *Star Guard*, by Andre Norton, whose real name is Alice Mary Norton, and it is an Ace Book (D-199) which you can buy for thirty-five cents (plus tax, in Michigan).

The story is laid in 3956 A.D. on the distant planet Fronn. Central Control of the Galaxy has decided that Earthmen, because of their curiosity and aggressiveness, are to be denied the privilege of space-travel, except that they may act as mercenary soldiers in the quarrels of other Galactic worlds. A force (Horde) of these professional soldiers, commanded by Fitch Yorke, has been engaged by Skura, lord of the western part of Fronn, to help him against his cousin S'Turk; both claim to be rightful heirs to the throne of their nation, the Llor, and each claims to be the elder (cf. Cyrus and Artaxerxes). The over-impetuous Skura is killed in battle as Cyrus was, and not long after that Yorke and his chief officers, like Clearchus, Menon, and the others, are lured to a conference with the Llor leaders and treacherously murdered. The Horde is then left, as the Ten Thousand were, leaderless and a long way from home. A new leader takes charge and they are obliged to march through a particularly difficult mountainous region, infested by the Cos, a tribe fully as unpleasant as the Carduchi, in order to find refuge.

Of course there are trimmings of the sort that you expect, and get, in science fiction; but if this isn't the *Anabasis* in ultramodern form I am a *tif*. If the parallelism was unintended it is a truly remarkable coincidence; if it was intended I congratulate Miss Norton on her choice of theme, for I always thought the *Anabasis* was a mighty good story.



WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1956 (page 21) or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

COME EARLY!

If you are interested in taking part in the dramatic reading of Euripides' *Trojan Women* (in English) at the Latin Institute, please plan to arrive in Oxford on Wednesday, June 19, for tryouts and rehearsals.

**AMERICAN CLASSICAL
LEAGUE
SERVICE BUREAU**

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, indicate which items are urgently needed and add 20¢ for special-handling postage.

Because of the increased cost of postage and handling, please add 25¢ for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.
W. L. Carr, Director

The Service Bureau has for sale the following seasonal material:

MAY DAY OR SPRING FESTIVALS

Mimeo graphs

592. Some suggestions for May Day or spring festivals. 15¢

SUGGESTIONS FOR LATIN WEEK

Thirty-six suggestions with a list of items suitable for exhibits. Order as Mimeo graph 687. 15¢

LATIN WEEK BADGE

A Latin Week Badge made of sturdy gold-colored cardboard circular in form and 4 inches in diameter carries a picture of the Pantheon at Rome and the words "Latin Week" printed in purple. The badge is perforated at the top for attachment by pin or ribbon. Price, 3¢ each in quantities of 10 or more.

PROJECTS

For an up-to-date list of projects suitable for Latin Week or a state convention of Latin Clubs see THE CLASSICAL OUTLOOK for March, 1955, page 62, or send for free classified list.

PLAYS IN ENGLISH

For an up-to-date list of plays in English, see THE CLASSICAL OUTLOOK for March, 1957, pages 66-67, or send for free classified list.

PLAYS IN LATIN

For an up-to-date list of plays in Latin see THE CLASSICAL OUTLOOK for February, 1956, pages 49-50, or send for free classified list.

RADIO AND OTHER PROGRAMS

For an up-to-date list of radio and other programs see THE CLASSICAL OUTLOOK for March, 1956, pages 61-62, or send for free classified list.

SUGGESTIONS FOR GIFTS AND AWARDS

Certificates of Award

An attractive certificate approximately 5" by 7" to present to outstanding pupils for excellence in Latin. Inside two borders is printed Magna Cum Laude, with space for the pupil's name beneath, and the words, "has this day been cited for excellence in Latin," with space below for the date and the signatures of principal and teacher. Printed in red and black. 20¢

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A specially designed sterling silver Junior Classical League key, with space on the back for engraving. This award key is intended as a mark of recognition for high scholastic standing and for meritorious service to the chapter. Order must bear the teacher's signature. \$2.20.

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1. A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation. Printed in brown and green. Gummed.
2. Another design, with Ionic column. Printed in two shades of blue on white paper. Gummed. Price for either, 25 for \$1.00; 50 for \$1.75.

Books and Pamphlets

- The Counterfeit African. By Jay Williams. A story of a soldier in the Roman army, commanded by Marius. \$2.50.
- The Unwilling Vestal. By E. L. White. A fascinating story of a Roman "tomboy" who became a Vestal. A prime favorite with high-school pupils. \$3.75.
- A Friend of Caesar. By W. S. Davis. A long-time favorite novel dealing with events in the *Gallic War*. \$3.75.

- With the Eagles. An inexpensive printing of Paul L. Anderson's *With the Eagles*, a long-time best seller for Caesar students. \$1.00.
- Pinocchio. A Latin version of *Pinocchio*. An American edition with notes and vocabulary. \$2.10.
- Caesar's Gallic Campaigns. By Lt. Col. S. G. Brady, Rtd. A soldier's version of the entire eight books of the *Gallic War* with interpre-

tative comments incorporated in the text. \$3.00.

Smaller Classical Dictionary. Revised from William Smith by E. H. Blakeney and J. Warrington. A new and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$4.00.

Canemus. By Julia B. Wood. In two parts, "Group I" and "Group II." Both contain Latin songs or translations of Latin songs, with music. In addition to the songs in "Group II" there is information on ancient music, rhythm, and verse, and an extensive bibliography on the music of the Greeks and Romans. Group I, 50¢; Group II, 70¢.

Latin Songs and Carols. By J. C. Robertson. A second edition of an old favorite. 50¢

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Card Games

Famous Romans. An invaluable aid in the teaching of Roman legends and history. Contains 144 regulation-sized cards, with booklet of directions for playing five varieties of the game. May be played by two to ten persons. \$1.00.

Game of the Latin Verb No. 1. Game of principal parts for first-year Latin students. 35¢

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Game of the Latin Verb No. 4. Similar to No. 3, but more advanced. 35¢

Sententiae I. A Latin Sentence Game which gives practice in the use of various cases, especially the accusative (as direct object) and the dative (as indirect object). 75¢

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L-A-T-I-N. A game for group drill on a basic Latin vocabulary, constructed on the principle of

"Bingo." Can be played by any number from two to fifty. \$1.50.

FOR THE END OF THE TERM

Post Cards. The design, in green ink, is taken from Columbus' drawing of one of his own ships. The greeting is "Ferias Laetas" ("A Joyous Holiday"). Can be sent to pupils at the end of the school year. Price, 30¢ for a packet of ten cards.

The Service Bureau has for sale the following material previously announced:

THE GREEK TRADITION IN SCULPTURE

This is a 142-page pamphlet prepared by Walter R. Agard. This material originally appeared as No. 7 in a series of studies published by the Johns Hopkins Press in 1930 under the editorship of David M. Robinson. The pamphlet contains 34 full-page pictures with descriptive text under the following headings: Greek Sculpture, The Sculpture of Rome, The Lingering Tradition, The Renaissance, Classicism and Neoclassicism, The Modern Debt to Greek Sculpture. 75¢

A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association. It should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4½" by 9½" envelope. Additional copies may be obtained at 10¢ each postpaid, or 5¢ each in quantities of ten or more.



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